



Notice for the PhD Viva-Voce Examination

Ms Roseline Florence Gomes, Registration Number: 1951084, PhD Scholar at the School of Psychological Sciences, Education and Social Work, CHRIST (Deemed to be University) will defend her PhD thesis at the public viva-voce examination on Friday, 28 November 2025 at 9:30 am in Room No. 044, Ground Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru – 560029, Karnataka, India.

Title of the Thesis	:	Comparison of Dreams and Perma Interventions in Middle School Underachievers
Discipline	:	Psychology
External Examiner - I	:	Dr Sagar Athota Associate Professor Edinburgh University The University of Edinburgh 57 George Square, Edinburgh EH8 9JU Australia
External Examiner - II	:	Dr G S Shylashree Associate Professor Department of Psychology Mount Carmel College Autonomous Vasantha Nagar, Bengaluru - 560001 Karnataka
Supervisor	:	Dr Lijo Thomas Associate Professor School of Psychological Sciences, Education and Social Work CHRIST (Deemed to be University) Bengaluru - 560029 Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva-voce examination.

Registrar (Academics)

Place: Bengaluru

Date: 06 November 2025

ABSTRACT

Teenagers at present are battling with personal uncertainties, concerns with socialization, transition in belief systems, and attitudinal changes that affect their personal and social growth. There is a need for caregivers, school authorities, and the community at large to recognize the needs of these teenagers by being a part of their system. It also necessitates integrating a positive environment within the ecosystem of teenagers to nurture their inner strengths for holistic growth. This study aimed at comparing the outcome of DREAMS (Desire, Readiness, Empowerment, Action, Mastery for Success) and PERMA (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment) interventions in middle school underachiever's self-esteem and well-being. The quantitative phase integrated a pre-test post-test quasi-experimental design with a waitlist control group for both the interventions. A total of 120 participants participated in the DREAMS intervention for six months and PERMA intervention for four months. The results indicated an increase in self-esteem and well-being post DREAMS intervention than PERMA intervention. Qualitative findings further validated the quantitative results of the second intervention showed the contextual impact on the psychosocial attributes of teenagers. This study led to the development of virtual models as pedagogical tools for personal development through community intervention and positive psychology constructs. Further research can be done in studying both interventions independently through a longitudinal study by using mixed methods.

Keywords: *Underachievers, self-esteem, well-being, community, interventions*

Publications:

1. **Gomes, R. F., & Thomas, L. (2022).** Virtual Community Mentoring Models for Middle School Underachievers Psychosocial Development and Well-Being During COVID-19. <https://j14d.org/index.php/ej14d/article/view/614>
2. **Gomes, R. F., & Thomas, L. (2024).** Development and validation of middle school underperformers checklist in India through virtual platforms post-COVID-19. In *Mental, Emotional and Behavioural Needs of the General Population Following COVID-19 in India* (pp. 135-155). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003471189-8/development-validation-middle-school-underperformers-checklist-india-virtual-platforms-post-covid-19-roseline-florence-gomes-lijo-thomas>
3. **Gomes, R. F., & Thomas, L. (2024).** DIP AI-Driven Architecture for Enhanced Project Management Using Large Language Models. In *2024 IEEE 4th International Conference on ICT in Business Industry & Government (ICTBIG)* (pp. 1-8). IEEE. <https://ieeexplore.ieee.org/document/10911129>